

## Kershaw Elementary

108 N. Rollins Dr.  
Kershaw, S.C. 29067

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	495 Students	
<b>Principal</b>	Mrs. Jennifer C. Etheridge	803-475-6655
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Lisa T. Bridges	803-286-6972

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	35	51	2	0

## IMPROVEMENT RATING

## BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

## YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Average	Unsatisfactory	No
<b>2006</b>	Average	Below Average	Yes

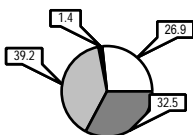
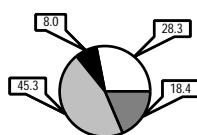
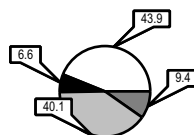
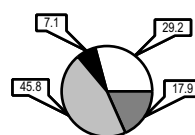
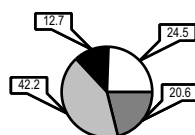
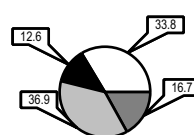
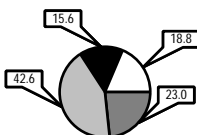
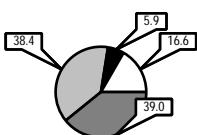
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Our School****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	230	99.1	26.2	39.5	32.9	1.4	48.6	Yes	Yes
<b>Gender</b>									
Male	130	98.5	36.2	37.9	25.9	0.0	37.9	N/A	N/A
Female	100	100.0	13.8	41.5	41.5	3.2	61.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	166	99.4	17.0	43.8	37.9	1.3	55.6	Yes	Yes
African American	60	98.3	51.9	29.6	16.7	1.9	27.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	187	100.0	17.6	43.2	37.5	1.7	55.7	N/A	N/A
Disabled	43	95.3	70.6	20.6	8.8	0.0	11.8	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	99.1	26.2	39.5	32.9	1.4	48.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	230	99.1	26.2	39.5	32.9	1.4	48.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	111	98.2	37.2	36.2	25.5	1.1	38.3	Yes	Yes
Full-pay meals	119	100.0	17.2	42.2	38.8	1.7	56.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	230	100.0	28.3	45.3	18.4	8.0	40.6	Yes	Yes
<b>Gender</b>									
Male	130	100.0	28.8	43.2	21.2	6.8	39.8	N/A	N/A
Female	100	100.0	27.7	47.9	14.9	9.6	41.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	166	100.0	22.7	47.4	19.5	10.4	44.8	Yes	Yes
African American	60	100.0	45.5	38.2	14.5	1.8	25.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	187	100.0	20.5	48.3	21.6	9.7	46.6	N/A	N/A
Disabled	43	100.0	66.7	30.6	2.8	0.0	11.1	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	100.0	28.3	45.3	18.4	8.0	40.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	230	100.0	28.3	45.3	18.4	8.0	40.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	111	100.0	36.5	44.8	15.6	3.1	28.1	Yes	Yes
Full-pay meals	119	100.0	21.6	45.7	20.7	12.1	50.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	230	100.0	43.9	40.1	9.4	6.6	16.0
<b>Gender</b>							
Male	130	100.0	44.9	37.3	8.5	9.3	17.8
Female	100	100.0	42.6	43.6	10.6	3.2	13.8
<b>Racial/Ethnic Group</b>							
White	166	100.0	34.4	46.1	11.0	8.4	19.5
African American	60	100.0	70.9	23.6	3.6	1.8	5.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	187	100.0	38.1	43.2	10.8	8.0	18.8
Disabled	43	100.0	72.2	25.0	2.8	0.0	2.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	100.0	43.9	40.1	9.4	6.6	16.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	230	100.0	43.9	40.1	9.4	6.6	16.0
<b>Socio-Economic Status</b>							
Subsidized meals	111	100.0	60.4	33.3	3.1	3.1	6.3
Full-pay meals	119	100.0	30.2	45.7	14.7	9.5	24.1

<b>Social Studies</b>							
All Students	230	100.0	29.2	45.8	17.9	7.1	25.0
<b>Gender</b>							
Male	130	100.0	30.5	42.4	20.3	6.8	27.1
Female	100	100.0	27.7	50.0	14.9	7.4	22.3
<b>Racial/Ethnic Group</b>							
White	166	100.0	23.4	46.1	21.4	9.1	30.5
African American	60	100.0	45.5	47.3	5.5	1.8	7.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	187	100.0	23.9	47.7	19.9	8.5	28.4
Disabled	43	100.0	55.6	36.1	8.3	0.0	8.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	100.0	29.2	45.8	17.9	7.1	25.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	230	100.0	29.2	45.8	17.9	7.1	25.0
<b>Socio-Economic Status</b>							
Subsidized meals	111	100.0	42.7	45.8	10.4	1.0	11.5
Full-pay meals	119	100.0	18.1	45.7	24.1	12.1	36.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	71	100.0	22.4	29.9	47.8	0.0	47.8
	4	93	98.9	36.8	39.1	23.0	1.1	24.1
	5	81	98.8	34.2	50.0	14.5	1.3	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	16.7	33.3	48.3	1.7	50.0
	4	72	98.6	24.2	41.9	33.9	0.0	33.9
	5	94	98.9	34.1	42.0	21.6	2.3	23.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	71	100.0	22.4	56.7	17.9	3.0	20.9
	4	93	98.9	31.0	39.1	19.5	10.3	29.9
	5	81	100.0	39.0	51.9	5.2	3.9	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	13.3	60.0	21.7	5.0	26.7
	4	72	100.0	25.4	39.7	23.8	11.1	34.9
	5	94	100.0	40.4	39.3	12.4	7.9	20.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	71	100.0	41.8	46.3	10.4	1.5	11.9
	4	93	98.9	50.6	35.6	9.2	4.6	13.8
	5	81	100.0	55.8	23.4	11.7	9.1	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	31.7	53.3	11.7	3.3	15.0
	4	72	100.0	44.4	34.9	14.3	6.3	20.6
	5	94	100.0	51.7	34.8	4.5	9.0	13.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	71	100.0	37.3	52.2	6.0	4.5	10.4
	4	93	98.9	26.4	56.3	9.2	8.0	17.2
	5	81	100.0	39.0	44.2	10.4	6.5	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	11.7	48.3	33.3	6.7	40.0
	4	72	100.0	17.5	63.5	17.5	1.6	19.0
	5	94	100.0	49.4	31.5	7.9	11.2	19.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 495)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.4%	Down from 4.0%	2.8%	2.8%
Attendance rate	96.2%	No change	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%	Down from 2.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.6%	0.0%	0.0%
Eligible for gifted and talented	5.6%	Down from 8.9%	12.3%	10.4%
On academic plans	0.6%	N/AV	32.7%	33.6%
On academic probation	0.0%	N/AV	1.5%	1.0%
With disabilities other than speech	9.6%	Up from 8.7%	7.7%	7.5%
Older than usual for grade	0.2%	Down from 0.6%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n= 34)</b>				
Teachers with advanced degrees	70.6%	Down from 75.8%	54.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.5%	N/A	1.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	95.5%	Up from 94.0%	88.0%	87.3%
Teacher attendance rate	95.7%	Up from 95.1%	94.8%	94.9%
Average teacher salary	\$47,200	Up 3.1%	\$42,882	\$42,485
Prof. development days/teacher	13.8 days	Up from 12.6 days	13.7 days	13.3 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 18.3 to 1	18.9 to 1	18.6 to 1
Prime instructional time	90.5%	Up from 90.0%	90.0%	89.7%
Dollars spent per pupil*	\$6,360	Up 5.1%	\$6,395	\$6,557
Percent of expenditures for teacher salaries*	69.9%	Up from 68.0%	64.6%	64.0%
Percent of expenditures for instruction*	73.1%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	17.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

"Expect to be impressed, our children are the best!" This school motto continues to resound in all that we aspire to achieve. A positive school experience for all students is the commitment of all stakeholders in our community. From School Improvement Council/PTO Family Nights for every grade level to free community computer classes and Wee Read materials for newborn members of the Kershaw Elementary family, we strive to be a resource within the Kershaw area for young and old alike. Our entire school family can be proud of our Red Carpet Award for family friendliness.

The resources for learning are broad and varied in the utilization of the Everyday Mathematics program, a Discovery cluster program using Core Knowledge Curriculum and Multiple Intelligences Theory, SRA Corrective Reading, and Fast ForWord for identified students in grades 2 and 3. We proudly celebrated the induction of numerous students who became active in leadership and service projects into the National Junior Beta Club as new members. Staff development activities for teachers and assistants included sessions in data-driven instruction, grouping to address individual skill needs and to further enhance planning and evaluation of classroom strategies for our students, and authorship.

Innovative learning experiences and technological opportunities are provided for all students through NCS Learn computer software for mathematics and language arts, standards-based field trips on all grade levels, media research, and the use of manipulatives in both mathematics and science. Extended day and year enrichment has been provided through the Partners for Youth Homework Center, 21st Century Learning Center program and Summer Smarts. This year's after-school program included a focus on skill enrichment and motivation. AmeriCorps members, Teacher Cadets, and Service Learning students, along with parent and grandparent volunteers, provide tutoring and mentoring for our students. Our Parent Coordinator has facilitated increased opportunities for family involvement. Our school-wide excitement for academics was fostered through periodic writing themes with enrichment activities such as Amazing Grace Reading Night, based on the book by Mary Hoffman, and Read From The Heart activities during February. Communication was key as student-led conferencing, classroom phone chains, and e-mail were utilized school-wide.

Our Positive Action Character Education program and numerous service learning activities provide citizenship opportunities for our students and staff and support the American Red Cross, St. Jude's Children's Research Hospital, March of Dimes, Hurricane Relief, and the Muscular Dystrophy Association. All students participated in musical and dramatic performances for family and friends during the year, such as the grade five production with The Baillie Players professional theatrical company. PTO contributions continued to support the purchase of supplemental instructional materials, funded schoolwide activities, helped fund visiting artists, and supplied awards for Accelerated Reader throughout the year. The support and involvement of our Kershaw Elementary families and teachers as a team makes a difference in the lives of our children!

Jennifer C. Etheridge, Principal  
Mr. Robert Thompson, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	82	58
Percent satisfied with learning environment	100.0%	88.6%	84.5%
Percent satisfied with social and physical environment	100.0%	85.2%	84.5%
Percent satisfied with school-home relations	97.2%	82.5%	84.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.